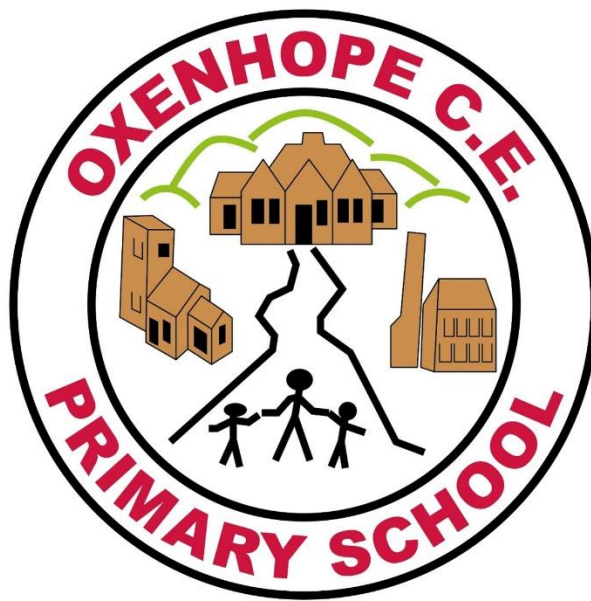


English at Oxenhope

A Teacher Guide.

Years 1 – 6



Devised and written by Caroline Auty.

Reviewed July 2026

An English Week.

What do I need to be teaching each week?

- SCODE (x4 Y3&4 x3 Y5&6)
- 3 guided reading lessons KS2.
- 1 library lesson.
- 1 individual reading lesson KS2.
- Phonics 4x weekly KS1 + FS
- English every day including warm up.
- Incidental writes. (2 if the half term is 6 or more weeks. 1 if the half term is fewer than 6 weeks)
- Handwriting

The following pages break each of these bullet points down in to more detail.

SPELLING.

We use SCODE spelling.

Access the planning and PowerPoints through the EuHu website. Children all have their own spelling book to record work in.

We teach SCODE through KS2



GUIDED READING.

We use Philip Webb's approach to whole class guided reading.

You need to plan 3 guided reading lessons per week.

Follow the planning document 'English at Oxenhope' found on OXE All staff - **Year** - English, to find what text(s) you are using for each half term.

Use the 'Guided reading task ideas' document (found as above) for activity ideas.

We have a heavy lean towards inference work and also teach pupils how to answer multi-mark questions where their answer has 2 or 3 parts.

Test type question templates can be found on OXE All staff. Use these to give the children exposure to questions laid out in different ways.

The first lesson of the week must begin with a full read of the section of text for that week and a vocabulary activity where key vocabulary is discussed ready for display on the reading wall. This, however, must not take the whole session and another activity must be taught.

Use the colour coded questions and the birds for other comprehension activities. Children must be exposed to all types of questioning but our work needs to lean heavily towards retrieval and inference.

Each lesson must have a reading focus to it and children must read aloud in every lesson. The teacher should model reading daily.

LIs for guided reading detail the half term, week and lesson number as well as the text title and activities. See guided reading task ideas document for examples.



INDIVIDUAL READING

On one day when you're not holding a lesson, hold an individual reading session in your classroom.



Move around and listen to individual children reading. Make a note in their reading record about your work with them so families know what you've done with them. This individual reading session should focus on inference skills. Keep a record of which children you've listened to and when so you can ensure you get to them all at least once per half term.

You may use volunteer readers for focus children and use your LSA to listen to key readers more frequently.



LIBRARY

The fifth Reading lesson of the week is your library time. Children can freely choose their own book but this lesson is part of the children's reading curriculum so must not be a quick 5 minutes of rushed book changing. The teacher will facilitate discussion with the children about the books they're reading and which ones they'd recommend. The session should start and end with children sitting as a class listening to each other's choices, reasons, recommendations etc. Children may choose whichever book they wish. This is their only totally free choice for reading and should be their own choice.



HOME READING

Each child will have a levelled home reading book. This is the book you will use when listening to children individually so it will be worth letting your class know which day this will be so they can ensure they have it with them. Books can be changed after at least a week and when there is evidence in the record book that the child has read to an adult at home. To see which colour band your children should be on, look on OXE all staff at the document called Oxenhope book bands overview. The sheets to stick in the children's reading records are also on OXE all staff. There is the tick sheet to show the books they've read and also the sheet explaining the colour band to parents.

**** PLEASE NOTE: the entry text your child will begin with will match their data from the end of the previous year. Don't look at your year group until after the Autumn assessments.**



ENGLISH

We use the Philip Webb 3 phase approach to our English. Each half term you will have a lead text and a key genre you're studying.

These are found on the 'English at Oxenhope' document mentioned earlier.



HALF A TERM

Day 1 - Prediction lesson. Get the children engaged in their new text by offering a prediction activity that is exciting and stimulates discussion. You can reveal the book at the end of this lesson. The genre, audience and purpose should be shared at this point too and displayed on your working wall..

Day 2 - start the reading phase



READING PHASE

This phase will last an average of 1 week. It begins with the prediction lesson. The rest of the phase is spent getting stuck in to the book. In this phase, children should be immersed in their new text with activities which explore vocabulary, characters, settings, themes, time, place, or facts and layout if non-fiction. By the end of the 5 or 6 lessons, the children should be able to talk and write at length about their new text. Written work must be focussed on within this phase. Daily work should be lengthy, particularly in UKS2, and not surface level. Children need to be digging deeply in to the text.



GPS PHASE

The next 3 weeks (on average) are spent focussing on the GPS skills for the half term.

These will be the skills which will be on their Hot write target card for the end of the half term. Remember to display these skills on your wall as you cover them so children know exactly what they're learning and can see their skills developing. New skills should be taught and skills previously covered will be built on, embedded and applied in a different context. Children should gain the skills they

need to succeed in their hot write. It is important in this phase that children are again expected to write at length. SEND children may need to spend time gathering sentence ideas featuring a specific skill but most of the class need to be working on using a set skill within a longer piece of writing. If the text you are studying is long and you haven't finished it by the end of the reading phase, continue reading sections throughout this phase too.

For SEND pupils and those working below EXS, please adapt skills or choose an alternative one which is appropriate for their level e.g. if working on conjunctions, select a few key ones for them to use. If working on fronted adverbials, they may work on adjectives instead if this is more appropriate.



WRITING PHASE

The final 2 weeks (again, on average) of the half term are spent on the writing phase. This is where the children will plan, draft and edit their writing ready for the final publication of their hot write at the end of the half term.

WAGOLL - you need to share a WAGOLL with the children to inspire them. You can read this together and pick out the key skills you've been studying. Ask the children to appraise your work and discuss why it's successful.

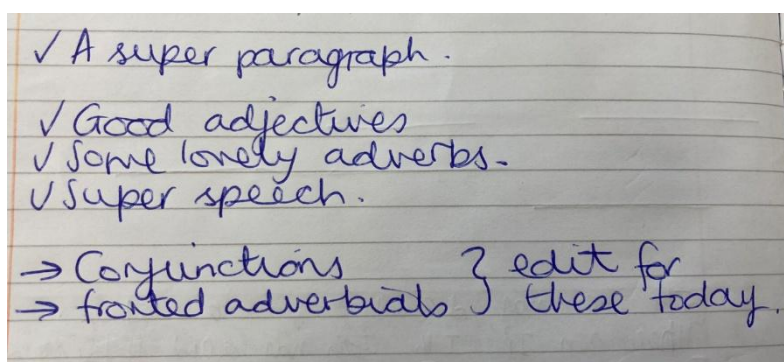
Planning - this can take different forms depending on the age and stage of the children and the genre they're writing. Children may plan the structure and formatting of their work for non-fiction, gather ideas for each paragraph for fiction, choose vocabulary and practise key sentences. You can provide the children with a planning proforma to support their thinking. ****NOTE - you may feel that the children would benefit from planning their writing at the start of the GPS phase. Depending on the genre, this may allow them greater focus***

in gathering ideas and sentences during their GPS phase which they will be able to use in their drafting. If this is the case, it's fine to plan at the start of the GPS phase. If not, do the planning here at the start of the writing phase.*

Drafting - To support children with not becoming overwhelmed, they should draft a section of writing at a time. The following day they will edit this section and draft the next. There should be time allowed for a final editing lesson before the hot write.

Editing - Children should edit in green pen. It will support their presentation if they are encouraged to leave an empty line in their drafting. This way, they can add any editing on this empty line.

Marking during the drafting and editing stages - work should be reviewed daily by the teacher. There are lots of variables within how, when and why we may mark in this phase. There must be some feedback to the child. This can be verbal and should follow the marking policy if so. If not, written feedback must be given. To keep the writing independent, we do not point out individual errors but may advise children to 'check your punctuation' for example.



WALLS and ENVIRONMENT



SCORE - Create a place in your classroom for your SCORE work. This should display the areas of current learning and the codes you're looking at. Key spellings may also be displayed. Use the space for the best benefit of the children e.g. write words on there that you're noticing regular errors in.



READING AREA - This should be a comfortable space for children to go and read. Books should be neatly displayed. On the reading wall, the birds are displayed along with the questions starters. This week's guided reading text should be displayed along with the key vocabulary for the week. There should

also be 3 A4 posters showing the class reader, guided reading text and lead English text for the half term.



VOCABULARY - On all curriculum walls, the vocabulary from the Knowledge Organiser should be displayed. This can be added to over the half term as vocabulary is taught. In each phase of the English wall, key vocabulary should be seen. Reading phase - key vocab from the text, GPS phase - key language or the names of skills, Writing phase – leading vocabulary for this phase e.g. the name of what they're doing 'edit' 'draft' 'proofread' also add any vocabulary the children are exploring and enjoying using during the half term e.g. flammable, bereft etc.



ENGLISH WORKING WALL - Each phase should be headed with Reading, GPS, Writing. Work is gathered and put on the wall over the half term. Aim for a balance between children's work examples and notes created by you so that the wall serves a dual purpose - it catalogues the children's learning journey and reminds them of the learning they've done but it is also a useful resource containing reference points for the children to use in their work. Ensure you have posters at the start of your wall detailing the lead text, the genre, the audience and the purpose. Put your WAGOLL at the end of your board so children can see what they're aiming for.

MARKING and FEEDBACK



ENGLISH - English books should be marked daily. Feedback should be offered to children on their work as well as positive comments for what they've done well. In

English, we follow our usual marking procedures; tick for something good, arrow for next steps, pink exclamation mark for an action for the child to do in the current piece of work.

HOT WRITES - These must be marked no later than 2 days after the children have written them. Children should then be encouraged to look at their target cards and see what areas they need to work on next.

GUIDED READING - Whole class guided reading can be marked and reviewed as a class if outcomes are the same e.g. comprehension questions. If individual responses have been asked for e.g. role on the wall, books should be marked individually by the teacher. The teacher must review all books weekly to see how individual children are progressing and to note who is achieving well and who may be needing more support.

FEEDBACK POINTS PICKED UP.

When we use an arrow to indicate a next step for the child, there needs to be some accountability that this will be checked and we're expecting them to apply our feedback. Notes may be kept in assessment books and feedback must be reviewed with the child to cement progress.



SEND

READING - All children will have a levelled home reading book. If the guided reading in class is too difficult for any children in your class, provide an intervention for them at this time.

SCODE - because SCODE builds on the phonics children have previously learnt, all should be able to access the lesson. For those

working significantly behind, it may be appropriate to re-cover some earlier RWI phonics.

PUPIL PASSPORTS – English targets can be included on pupil passports if this is an area of challenge for the child.

RESOURCES - Provide children with resources to support them e.g. handwriting strip, phoneme mats, vocabulary mats, sentence structure reminders.

TARGET CARDS - Whilst SEND children will study the same lead text and write the same genre, it will be necessary to alter some of the content to enable them to achieve at their level. They should have a different target card with a slimmed down set of targets e.g. instead of 'to use co-ordinating conjunctions' theirs may be 'to use and, but and so' It may also be appropriate to omit some skills from their target card entirely. This will obviously have an impact on your teaching. When doing an input on an area not included on their target card, your SEND should still be included. It's important to expose them to the skills for their year group but then, in their independent learning, you will focus them on their own target.

VOLUNTEERS and STAFF - Use volunteer readers and any time you have an LSA to support these children.



WARM UPS

Warm ups are designed to get the children thinking and get their brains switched on to writing. They must be completed at the start of every lesson and should be printed on the top of the LI. In the writing phase, if you wish to print them all on one page for the week so as not to interrupt the child's drafting, that's fine. Use your warm

ups to review learning the children have previously done. It is quick and punchy and should only last 10-15 minutes. From marking the children's work, you will be able to see skills which they are finding more challenging and can use this as a starter. You can also use starters to revisit something you may not have covered for a while and to look at test style layouts.

Once the activity is complete, review as a class with children working in green pen then progress to the main content of your lesson.

Ideas:

Match up the past tense verbs with the present tense.

Put an adjective on the line in the sentence.

Find the adverbs in this paragraph.

Put the correct punctuation in these sentences.

Find the incorrect punctuation in this paragraph.

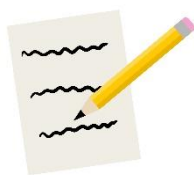
Find and correct 5 spelling mistakes in this paragraph.

Add a pronoun on the line in these sentences.

Underline the main clause in these sentences.

Add a fronted adverbial to the beginning of each of these sentences.

The list really is endless; do what your class need!



INCIDENTAL WRITES

Incidental writes were a new addition to our timetable for 2023-24. These lessons will take place twice per half term if it's 6 weeks or more and once if not. They give the children an opportunity

to produce an extended piece of work more frequently than half termly. During an incidental write lesson, a genre is selected by the teacher and some key GPS skills are selected to work on and include in the writing. This is presented as a checklist for the children - a proforma can be found on OXE all staff.

The children then write independently for the lesson, focussing on the key skill(s) to be included. The

genre can be whatever you'd like it to be. Select something that will support your children with including the skill(s) they need to.

Some examples of genres are:

A recount

A story

A letter - these can take different forms e.g. persuasive or news giving.

A postcard

A setting or character description

A poem

A non-chronological report.

A newspaper.

Instructional writing.

An advertisement.

Incidental writes will then be marked against the criteria given.



RECORD KEEPING and ASSESSMENT

Please keep:

- * A class list of reading colour bands. A template is available on OXE all staff.
- * A list of when you've listened to children during your individual reading lesson. Again, a template is available of OXE all staff.
- * Tracking of interventions on pupil passports.
- * SCORE tracker up to date.
- * Data tracker showing assessment data and progress through the year.

English is assessed at 3 points through the year using standardised tests. This data is uploaded on to SIMS at these 3 times.

Writing is assessed by teacher assessment. Please check children's work carefully and use their hot writes as well as how they write across the curriculum to support your judgements. Writing moderation will also support here.



HANDWRITING.

At Oxenhope, we use letter join for our handwriting scheme. Please see the separate policy for this.

